

Marmalade and Tigger

GOALS

Comprehension

Predict and interpret text

Make inferences

Analyse characters

Vocabulary

Understand the use of the suffix -ly

Fluency

Vary the pace of reading to build suspense

Use character voices and expression when reading dialogue

Writing

Dictation focusing on spelling strategies

Personal writing

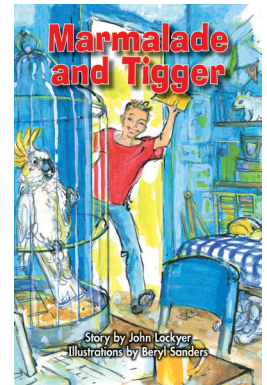
Word Study

– Adding the suffix -ly to words: Write these words from the text on the board – *cuddly, proudly, sharply, exactly*. Say them in a sentence as you write them. Ask students to write a rule together for adding an -ly suffix to these words. Remind them to look at the base word if they need help.

– Rules are to drop the e before adding -ly and that this changes the word into an adjective or an adverb to describe a noun or verb (cuddle, sharp, proud, exact) e.g. on page 3, *cuddly rabbit* (adjective describing the noun); on page 5, *walked proudly* (adverb describing the verb)

Before Reading

- On page 4 in the narrative text *Marmalade and Tigger*, a young boy named Tigger buys Marmalade, the speaking parrot, from the local pet store. Even though the shop owner tells Tigger that it has been a long time since the bird has spoken.
- On page 11, Tigger enters Marmalade into the annual pet show. His teacher Mrs Hume decides to put Marmalade in the ‘Most Unusual Bird class’.
- On page 13, have students look at the illustration of the judge. Ask: Does she look like the right person for the job? (Discuss how she looks mean.) On page 15 she gets very angry when Marmalade doesn’t speak and tells him he is a fake, useless and should be stuffed.
- On pages 16–17, the school principal Mr Bird shares the same joke he makes every year about why he doesn’t win the bird competition. He introduces the new bird judge to announce the winners. Tigger is very nervous and wonders if Marmalade has talked. Ask: What do you predict will happen when the mean judge announces the winners?
- Read the first half of page 18 to demonstrate fluency using character voices.



Tigger thinks that his bird Marmalade is special enough to win the “Most Unusual Bird” prize at the school pet day. But the judge is not a nice person.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. While they are reading, have them think about the connection Marmalade and Tigger develop throughout the book.

Fluency

- While listening to students read one on one, prompt them and help them break up and solve unknown words, self correct and focus on fluency. Remind them to vary pace to build suspense when they are reading aloud and to use character voices and expression.

After Reading

Invite students to discuss whether their prediction of the ending was correct. Prompt if needed.

- Do you think the school will choose a different judge next year? (Discuss why she wasn't appropriate.)
- On page 23 Tigger says, "You have given me the best prize of all, Marmalade." What did he mean by that?
- In the last sentence of the book, the author is playing with words, "Silly, silly old bird." Together elaborate on students' thoughts about this.

Writing

– Dictate the following sentences. Remind students to write the sounds of the words they hear and use different spelling strategies they know to help write unknown words. Remind them to include punctuation as well.

"Quiet please School!" said Mr Bird as he switched on the microphone. Everyone quietened down and listened carefully, even though most of the children knew exactly what he was going to say.

Reread slowly once you have dictated the passage so students can check for misspellings and missed words.

– Ask students to imagine they are Tigger and they have a choice of an exciting new pet to take home. What pet would they choose and why? They write a paragraph or two explaining their answer.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a newspaper report about the school pet show.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Iris La Bonga and the Locked Door

GOALS

Comprehension

Predict outcomes and interpret the text
 Make inferences
 Summarise information
 Draw conclusions

Vocabulary

Use words instead of *said*

Fluency

Model fluency adjusting pace, volume
 Use expression and character voices when reading dialogue

Writing

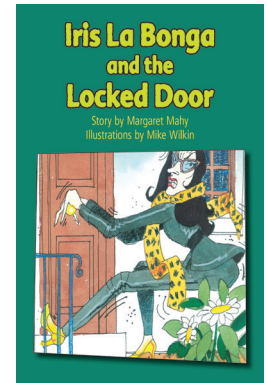
Summarise events (story map)
 Create a book blurb – summarise reading

Word Study

– Use words instead of *said*: Write words used instead of said after someone has spoken from the story. *she cried, demanded Dr Kanga sternly, she thought, called sweetly, grumbled, he suggested*
 Discuss how using these and other descriptive language when quoting someone gives the reader a clearer picture about how the character feels. The situation is more detailed for the reader.
 – Invite students to look for more when they are reading. Discuss some other words they know that can be used instead of *said* and make a class poster to be added to as a reference during writing sessions.

Before Reading

- Look at the cover of *Iris La Bonga and the Locked Door*. The woman is the main character in this story. She is Iris La Bonga, a world famous spy. Tell students that this is the first of three stories about Iris La Bonga.
- On page 2, Iris La Bonga is riding her Harley-Davidson motorbike. Students look at the illustration. Ask: What do you notice about the houses? Always look at the illustrations in this book for clues. Draw attention to the green ladder.
- On page 4, Iris La Bonga notices that Dr Kanga is locked out of his house. She thinks she will help the famous inventor and once inside, she will take notes of his secret inventions.
- On page 8, look for the word *moustache*. Ask students what letters they would expect *moustache* to begin with? Find *moustache* and run your finger under it as you say it.
- On page 10, Iris La Bonga and Dr Kanga decide to break into the house. He decides to stand on her shoulders. Ask: Do you think this plan will work?



Despite being able to lasso a stone pineapple with a slinky scarf, Iris La Bonga's plan to steal secrets from a famous inventor goes horribly wrong.

- Look at the illustration on pages 12 and 13. Ask: Were your thoughts correct? Look for the word *somersault*. What letters would you expect to see in *somersault* to begin with? Dr Kanga did a somersault into the goldfish pond.
- On page 14, Iris La Bonga has another plan. On page 16, ask: Does it look like that plan worked?
- On page 18, find the word *pruning*. Ask: What letter blend do you expect *pruning* to begin with? Clap the syllables. Iris remembers Mr Rose's new painted green pruning ladder from page 3. She steals it to help get into the house.
- Look at the illustration on page 22. Ask: What is going on? Look for clues in the illustration. Draw attention to the moustache not being real. Ask: What do you think will happen at the end of the story?

Reading the Text

- Students read the story and use the illustrations for clues.
- Invite them to read the text silently at their own pace while you listen to individuals read.

Fluency

- When you listen to students read, prompt them for expression and character voices when reading dialogue. Encourage self correction when they are reading, reminding them to listen to themselves read to see if it makes sense.

After Reading

Invite the students to discuss the story of *Iris La Bonga and the Locked Door*. Prompt if needed.

- Was your prediction about the ending correct or different?
- What did you think of the ending?
- Do you think Iris La Bonga was a good spy?
- What kind of person was Iris La Bonga?
- How did the author use illustrations to support the text?

Writing

– Discuss how there was a clear beginning, middle and end in this narrative. Students complete a story map, breaking up the important events of the story.

Title: Setting: Characters: Beginning: Middle (problem): End (solution):

– Write a blurb for the book. Give a short summary of what a reader could expect to be reading about. Don't give the storyline away! Just write enough to make the reader interested in reading further. Give the story a rating out of five stars, too.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a description of Iris La Bonga for a "Wanted" poster. Describe what she looks like and what she was wearing.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Iris La Bonga and the Boomerzooomer

GOALS

Comprehension

- Analyse characters
- Identify the main idea
- Predict and interpret outcomes
- Use graphic elements to find and clarify meaning

Vocabulary

- Understand letter blends

Fluency

- Read with a loud clear voice
- Use expression and character voices when reading dialogue

Writing

- Identify the sequence of events
- Create a main character profile

Word Study

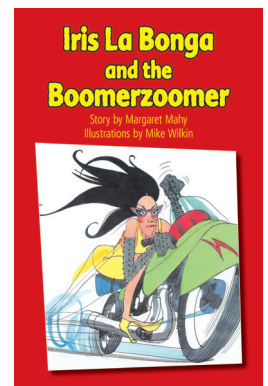
– Letter blends: Some words have consonant blends at the beginning of the word. Ask students if they know what a consonant is. Write words from the story on the board and together say them and listen to the consonant blends.

<i>br</i>	<i>gr</i>	<i>tr</i>	<i>st</i>	<i>fl</i>	<i>pr</i>
brother	grabbed	transformer	sternly	flashing	pretty
brightened	grandmother	trembling	steer	flapping	pretending

– Discuss and add other consonant blends students may know. Say the words in a sentence to be sure they understand the meaning.

Before Reading

- *Iris La Bonga and the Boomerzooomer* is a fictional story. Read the blurb. Then look at the cover and have students tell what they know about Iris La Bonga and what they think might happen to her when she forgets the most important rule about the Boomerzooomer. Ask: Do you think there'll be chaos or will everything be OK?
- On page 2, Iris is listening to General Filljug tell Captain Barnstorm his brother is planning to go to the bank and impersonate him to get his secret documents. He said he would give a huge reward to whoever stops Havemore.
- On page 7, Iris wants the reward and hears them talking about Captain Barnstorm possibly riding the Boomerzooomer into town to stop him. But Captain Filljug says no because when it transforms, people get stuck in it. Students can see what Iris La Bonga has done. Ask: What is your prediction now?



When famous spy Iris La Bonga has to speed into town to get the secrets from Havemore Filljug, only a stolen boomerzooomer will do. She forgets the most important rule about boomerzooomers: “Don’t touch the transformer button!”

Iris La Bonga and the Boomerzooomer

- Look at the illustration on page 12. Iris La Bonga couldn't resist the red transforming button to change and it changes into a supersonic baby carriage. It runs out of control but luckily also out of petrol and rolls into town.
- On page 16, Iris La Bonga wails, "Havemore, my darling daddy, don't leave me!"
- On pages 18-19, ask what is happening in the picture? Do the women look happy at Havemore? (They think he is leaving his daughter.)
- On page 22, General Filljug arrives in town in time to get his secret documents. Students look at Captain Barnstorm's face. Ask: What is he thinking?
- Do students think that Iris La Bonga will get a reward. What will it be?

Reading the Text

- Invite students to read the story silently while you listen to individuals to help meet their needs. While students are reading, they need to think about the measures Iris La Bonga goes to for a reward.

Fluency

- Remind students that the author uses very descriptive language to show how a character speaks. Tell them to make sure that when they read aloud and in their head that they use appropriate expression and character voices to match the language.

After Reading

Encourage students to discuss what they read. Did their prediction match what happened? Prompt if needed.

- Do you think Iris La Bonga's reward was fair? (Discuss)
- What about her tactics to get the reward? Were they necessary?
- What could Iris La Bonga have done?

Writing

– Compose a few sentences with students about the sequence of events in the story and what happened to Iris La Bonga and the Boomerzooomer. Point out how words look and sound when you are writing them. Reread the sentences together. Students can write them in their workbooks and illustrate them.

– Write a character profile of Iris La Bonga.

Name: Height: Eye Colour: Hair Colour: Mannerisms: Habits: Worst Quality: Best Quality:

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Imagine you were one of the traffic officers who followed Iris La Bonga on the Boomerzooomer. Write a paragraph about the things you would give her a ticket for.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Hoppy

GOALS

Comprehension

Use the text and illustrations to predict the outcome of the narrative

Notice character changes

Make inferences

Vocabulary

Understand digraphs

Fluency

Adjust the pace, volume and expression to suit the reading situation

Writing

Analyse characters

Personal writing

Word Study

– Digraphs: A digraph is a single sound represented by two letters. Write digraphs from the text.

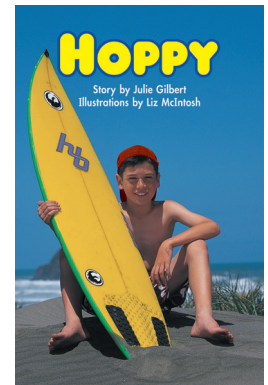
<i>ch</i>	<i>wh</i>	<i>sh</i>	<i>th</i>
punch	when	shoe	the

Sound them out as you write them on the whiteboard and read them into a sentence. Add other words to make a list, e.g. *beach, what, shoulder, then* etc

– Have students note how digraphs can occur anywhere in a word, at the beginning, in the middle or at the end. e.g. *together, richest*

Before Reading

- *Hoppy* is a narrative text about a young boy called Hoppy who has moved to a new school and loves to go surfing with his dad.
- On page 6, Hoppy meets some new friends. Billy is the boy in the blue shorts and Hoppy in the yellow shorts with a white t-shirt. Ask: Do you think Hoppy is happy with his new friends' behaviour? How can you tell?
- On page 9, Chapter 2, Hoppy helps the boy who is being bullied. Ask: Does the young boy look like he trusts Hoppy? On page 10 Hoppy tells him his dad says, "Really strong people keep their fists in their pockets."
- On page 13, Hoppy and his mum help the boy. The young boy's name is Gerald.
- On page 18, Hoppy takes Gerald home and invites him to come surfing later.
- Have students look at the illustration on page 24. They remember the new friends at the start of the story. Ask: What do they look like while they are watching Hoppy and his dad catch the big waves? (shocked)
- Read page 25 to students. Have them listen to how you change your voice when you are reading what a character is saying. They note your fluency. Ask: What kind of people are these boys? (Explain your thoughts.)



On his first day at a new school, Hoppy is pleased to make friends with Billy and his gang. As they walk home, the gang picks on a boy from their class. What will Hoppy do?

- Go to page 27, Chapter 5. These boys are bullying Gerald who came down to the beach to meet Hoppy. Ask: How is Gerald feeling? Turn to page 29. How does Gerald look now? (He looks like his body language has changed and he isn't as afraid of them.) Hoppy and his dad come to support him. What do you think will happen next, considering what Hoppy's dad said about fighting at the start?

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Invite them to think about how Gerald feels throughout the book.

Fluency

- Remind students that while you are listening to them read one on one, you will prompt them and help them break up and solve unknown words, self correct and focus on fluency. They should adjust the pace, volume and expression to suit the reading situation.

After Reading

Invite students to discuss the narrative and their thoughts. Prompt if needed.

- What kind of person is Hoppy? (Show evidence from the text.)
- How did the character of Gerald develop throughout the story? (Show through illustrations)
- Have you ever felt bullied by people like Billy and his friends?
- What is the best way to handle bullies?

Writing

– Look at the three main characters and provide evidence from the text about what kind of person they were.

<i>Character</i>	<i>Character Trait</i>	<i>Evidence (include page number)</i>
Hoppy	kind and helpful	p. 9 when he helped Gerald
Billy	smug and rude	p. 4 when he offered tips to Hoppy on how to be a good surfer because he thought he was better.
Gerald	nervous and scared	p. 9 when he begged Hoppy not to hit him

– If you could write anything to Billy and his friends about how they treated Hoppy and Gerald, what would your words of wisdom be to them?

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Imagine you are Hoppy's class teacher. Write several sentences to go on his report about what kind of person he is.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Butterflies

GOALS

Comprehension

Classify and categorise information
Understand the topic
Use graphic elements to find and clarify information
Find meaning from content

Vocabulary

Develop proofreading and editing skills

Fluency

Listen to themselves read and self correct
Use punctuation appropriately

Writing

Research information and facts
Summarise information
Present information in a well-structured manner

Word Study

– Tell students that when they have completed their writing for this story, they are to proofread their own work. This involves checking punctuation, looking for spelling mistakes and attempting to correct them. Then they ask another student to proofread and edit the writing before showing it.

Before Reading

- *Butterflies* is an informational text. Ask: What do you know about butterflies? Have a look at the contents page and see how the text is organised.
- On page 2, the chapter is titled “What is a Butterfly? Read the text to students and tell them that this is how you would like them to sound when they read to you.
- Look at the information on pages 3–4. You will see the parts of a butterfly. Find the word *proboscis*. Ask: What three letters would you expect to find at the beginning of *proboscis*? Read the caption on page 4 to find out what a proboscis is. It’s important to read the captions as they give you important information about the butterfly.
- Look for the word *metamorphosis* on page 6. Find it and clap the syllables. Run your finger under it and say *metamorphosis*. The life cycle of a butterfly and the changes that occur are called metamorphosis.
- On page 10, look for the word *chrysalis*. It starts with ch which makes a /k/ sound. Run your finger under it and say *chrysalis*. You can see the stages of making a chrysalis in the photograph.



Butterflies are masters of disguise and even more beautiful than the flowers they feed off. Learn what they are, how they move from egg to adulthood, and how they survive in a world filled with predators.

- Look for the word *emerges* on page 13. Ask: What two letters do you expect *emerges* to begin with? Find *emerges* and run your finger under it and say the word. A butterfly emerges from the chrysalis. Notice how the author supports the text with photographs to help the reader further understand the topic.
- On page 16, the chapter is called “Protecting Against Predators”. You will learn how effective and clever butterflies are at keeping safe.
- Look for the word *migration* on page 21. Read the fact box for a definition of what it means.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how beautiful and complex butterflies are.

Fluency

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense. Pause appropriately at punctuation.

After Reading

Invite students to discuss their understanding of butterflies. Prompt if needed.

- What is a butterfly?
- Explain the process of metamorphosis in butterflies. (Provide evidence from the text.)
- What interesting fact did you learn about butterflies?
- Did the author make reading about butterflies enjoyable?
- Does this book remind you of any experiences you have had with butterflies?

Writing

- Using the information on page 6 and 7, students create a life cycle of the monarch butterfly. They represent the facts in their own way. Remind them to clearly label their information and to make sure the facts are easy to read for the chosen audience.
- Students imagine they are the author of this book and they are going to include another chapter. They research a chapter entitled “Zoo Butterfly Houses”. They look at how the author has presented other chapters and follow the pattern. They make sure they have illustrations, photographs, fact boxes and captions.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a funny life cycle for a person. Divide it into five stages: baby, toddler, child, teenager, adult.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

About Bees

GOALS

Comprehension

Understand the use of the index and contents pages
Understand different spelling strategies
Find meaning from content

Vocabulary

Use spelling strategies

Fluency

Vary intonation to convey the author's message

Writing

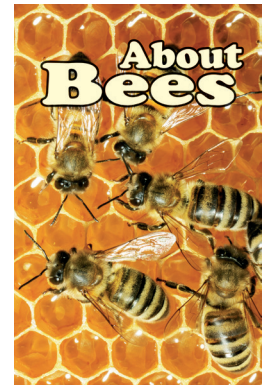
Dictation

Word Study

- Spelling strategies: Discuss different spelling strategies with students.
- 1) Sounding out as we write so that all sounds are written by letter or letter pattern.
- 2) Writing out a word in a few versions to see if it looks right.
- 3) Automatically recall known words.
- 4) Use syllables, break up a word into smaller parts, spell each syllable separately. Ask: Can you hear a little word inside the big word?
- Do students have any other strategies they use?
- Use words from the text you may wish to solve together using these strategies, or find others to suit your reading group. For example, *proboscis* (bee's tongue), *solitary*, *pupae*, *foraging*

Before Reading

- *About Bees* is a non-fiction text. Ask: What do you know about bees? (Discuss prior knowledge) Have students look at the contents page and how it is organised.
- Turn to page 24 and look at how the index is organised. The index is an alphabetical list of names and topics with reference to the pages on which they feature.
- Have students look for the word *drones*. They turn to page 8 and see that they can find information there about drones and other jobs in the hive.
- Have students go back to the index. Turn to the page referenced by the word *pupae*. (page 13) Read about the birth of a bee and how larvae change into pupae and then into adult bees.
- Students find the word bumblebee in the index and go to the correct pages (20 and 21) where they can read about bumblebees and how they survive.
- Model using intonation to convey meaning when reading page 22 to students.
- Explain to students that some words have more than one page referenced in the index.
- Turn back to the contents page and discuss how differently it is organised to the index. Explain the differences and ask: Why do you think we need them both in the book?



Take a look into the amazing world of bees. Find out what they are, what they do, how they live, how they organise themselves, what they have in common, and how they differ.

Reading the Text

- Have students listen as you read the copy on page 2. Tell them that this is how you would like them to sound when you listen to them read.

Fluency

- Students reread page 22 to a partner, concentrating on intonation to convey the author's message. They continue to read silently. You listen to individual students while the others read at their own pace.

After Reading

Invite students to discuss what they have learnt about bees. Prompt if necessary.

- How important are bees to our survival?
- What fact surprised you the most about bees? Why?
- How did the author make reading about bees interesting? (Provide evidence)
- What do you think would happen to the world without bees?

Writing

– Dictate the following sentences from pages 16–17 and remind students to think about the spelling strategies discussed earlier.

Because enemies of bees tend to be dark in colour, a beekeeper wearing white is not seen as a threat. To collect the honey, the beekeeper removes the frame to get the honey.

Reread slowly after you have dictated so students can check their work for spelling mistakes and missed words.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Imagine you are a queen bee who needs more worker bees. Write a job advertisement to explain the tasks the worker bee will have to do.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Ocean Birds

GOALS

Comprehension

Understand the topic
Use graphic elements to find and clarify information
Find meaning from content

Vocabulary

Explore the long /a/ sound

Fluency

Recognise and read keywords with confidence
Listen to themselves read and self correct

Writing

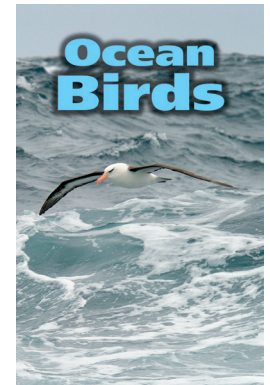
Dictation
Summarise information

Word Study

– The long /a/ sound: Have students complete words from the text with the /a/ sound. *ai, ay, a_e*
D__ , st__ , s_f_ , w__t, ag__nst, gr __cefully
(day, stay, safe, wait, against, gracefully)
– Say the words slowly to students, emphasising the long /a/ sound and pointing out the different letters that make the same sound.

Before Reading

- *Ocean Birds* is an informational text. Ask: What do you already know about ocean birds?
- On the contents page, look at how the author has chosen to organise the information. Have students discuss their thoughts.
- On page 2, there is a description of what an ocean bird is and how they spend their days.
- Look for the word *guano* on page 7. It starts with gu. Notice the brackets next to the word. The author has given the meaning of *guano* as it is a word from another language that is used in English. It means bird droppings that are used as fertiliser.
- On pages 8-9, you will read about how feathers and feet help birds to survive over water. Ask: How do you think their feathers and feet would help them survive?
- On page 12, look for the word *scavengers*. Ask: What three letters would you expect *scavengers* to begin with? Clap the syllables. Birds that will eat almost anything are called scavengers.
- Look at the diagrams on page 15. These show the different beaks and how they help with survival. The diagrams support the text and provide more detailed information.
- On page 19, find the word *colonies*. Ask: What are the first three letters you would expect to find in *colonies*? Find it and clap the syllables. The photograph is of a colony of penguins. Some colonies have millions of penguins in them. Ask: What do you understand by a colony of penguins after looking at the photograph?



Read about amazing adaptations that ocean birds have made to survive in and around the sea. Discover how they differ, what they have in common and the dangers they face.

- Look for the word *navigate* on page 23. It is in the fact box, “Homing Instinct”, and starts with na. Have students listen to you read the fact and explain that this is how you would like them to sound when they read to you. Ask: What is your understanding of the word *navigate*?

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask them to think about how well adapted ocean birds are to surviving on the sea.

Fluency

- Remind students to read keywords with confidence and to listen to themselves read and self correct if what they are reading doesn't make sense.

After Reading

Invite students to discuss their understanding of the text. Prompt if needed.

- What did you find interesting about ocean birds and why? (Show evidence from the text.)
- Explain why an albatross is able to glide for days. (page 4)
- During the pre-reading of the text, we discussed how you thought feathers and feet help ocean birds survive. What else did you learn?
- How do you think the illustrations and photographs helped to further develop your understanding of how oceans birds live?
- Humans play a role in the dangers faced by ocean birds. How could we prevent these unnecessary deaths?

Writing

– Read these words slowly, reminding students to listen to the sounds they hear in each word and to write them down. Also remind them to rely on patterns in words they know and break the words into syllables to help them spell the words correctly. They reread once they have finished so they can self correct and add any missing words or correct any misspelt words.

An ocean bird spends most of its life flying over water. These birds all rely on the sea for food, and their bodies are designed to help them. Some ocean birds spend days at a time at sea while others go back to the land each day to rest. (page 2)

– Have students summarise the information in *Ocean Birds* and write a few paragraphs, highlighting the most important information about these birds and their survival.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a paragraph about how ocean birds are suited to a life of flying above the sea and feeding from it.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

Sharp Defences

GOALS

Comprehension

Understand the topic
Identify the main idea
Read and interpret facts

Vocabulary

Understand synonyms how to use a thesaurus (You will need a thesaurus app or thesaurus for this lesson)

Fluency

Recognise and read keywords with confidence
Read in a loud and clear voice

Writing

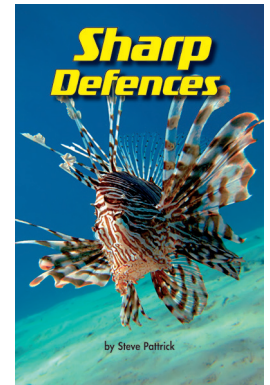
Dictation and sounding out words
Summarise information

Word Study

- Synonyms: These are words that have nearly the same or nearly the same meaning as another word, e.g. small/little. Students look up the following words from the text as a group and discuss. *absorb, collect, light*
- Discuss how a thesaurus works and how they are very helpful in your writing if you are trying to think of another interesting word to use.

Before Reading

- Look at the cover of *Sharp Defences*. Ask: What do you think you will be reading about today?
- Look at the contents page and then read the blurb. Ask: Do you have a clear picture of what this book is about?
- On page 2, look for the word *camouflage*. Clap the syllables. Discuss the meaning of *camouflage*.
- On page 4, find the word *enemies*. Ask: What two letters do you expect *enemies* to begin with? Run your finger under it and then clap the syllables.
- On page 9, find the word *nocturnal*. It begins with noc. Run your fingers under it and say *nocturnal*. A hedgehog is nocturnal meaning it is mainly active at night.
- Find the word *protection* on page 10. Ask: What three letters do you expect to see at the beginning of *protection*? The rhinoceros's horns aren't always used for protection from predators. What else could they be used for? (digging, knocking down trees for food)
- On page 12, find the word *ferocious*. Run your finger under it and say the word.
- On pages 14–15, there are two photos of the spiny porcupine fish. Ask: Why do you think the fish puffs itself up? (When danger approaches, it appears big and spiky.)



Whether they use spines, tusk or horns, the creatures in this book are all equipped to defend themselves with their sharp defences.

- Read page 20 and have students note your fluency and follow the words with their eyes. Tell them that this is how you would like them to sound when they read to you later.
- On page 23, when threatened, the armadillo lizard puts its tail in its mouth to make a circle of spiky scales to scare predators.

Reading the Text

- Students read the text silently while you listen to individuals read aloud so you can attend to their individual needs. Ask them to think about how clever animals are at protecting themselves from predators.

Fluency

- When students are reading silently to themselves, listen one on one to students, prompting them to read in a loud, clear voice.

After Reading

Invite students to discuss *Sharp Defences*. Prompt if needed.

- Why do animals have sharp defences?
- What sharp defence interested you the most and why?
- Each defence is unique and individual to an animal. Why do you think this is so?
- In what other ways were animals' defences used for their survival?

Writing

– Students choose one of the animals and create a factual poster about their sharp defences and how these help them survive in the wild. They use photographs and illustrations researched from the internet to support their facts. They make it eye catching and interesting to read.

– Read these sentences out slowly to students, then reread so they can add missed words and correct spelling. Remind them to say the words slowly and listen to the sounds and write down what they hear.

Many animals in the world have sharp spines, tusks or horns. They use these sharp parts on their bodies as decoration, camouflage and protection. (page 2)

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- **Writing:** Write a paragraph about the similarities and differences between hedgehogs and porcupines and explain which one you would rather be.
- **Thinking:** Answer five comprehension questions about the text.
- **Record:** Students read and record part of the story by themselves and save it for you to listen to later.

Birds of Prey

GOALS

Comprehension

Read and interpret facts presented in different ways
Use graphic elements to find and clarify information
Find meaning from content

Vocabulary

Understand vowel sounds

Fluency

Listen to themselves read and self correct
Adjust the pace and volume to suit the reader's situation

Writing

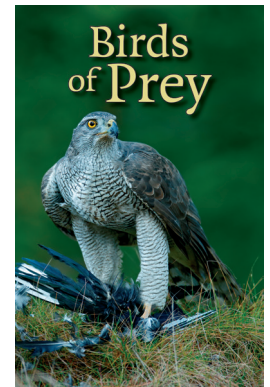
Dictation
Listen to the sounds they hear in words
Create a fact file using supporting illustration and fact boxes

Word Study

– Vowel sounds: Write these sounds in columns on the board.
a (ay), e (ee), i (eye), o (oh), u (you) Say these words from the text and have students suggest the correct column. Highlight the short vowel sounds and underline the long vowel sound when you write them. *names, eat, flight, golden, use, nest, night, sparrow, plumage, wings, stop, chunks*
– Ask students to say words with long vowel sounds they know and add to the list.

Before Reading

- Ask: What do you know about birds of prey? On page 2, the first chapter is called “What is a Bird of Prey?” This gives a definition.
- Find the word *talons* on page 5. Ask: What two letters would you expect *talons* to begin with? Read the information in the fact box about talons. This information helps to understand what a bird of prey uses its talons for. Discuss how the author has chosen to provide information about how these birds are made for hunting.
- On page 6, baby birds survive until they have learnt to catch prey themselves.
- Most birds can fly but birds of prey are fantastic flyers. They have amazing eyesight for hunting and eating. The diagram on page 12 demonstrates how a bird of prey sweeps and dives on their prey. It supports the idea about fantastic flyers.
- There are five chapters on different birds of prey, vultures, eagles, ospreys, buzzards and falcons. Scan pages 16–21.
- On page 22, this chapter is about the enemies of birds of prey. People are the main threat.
- Have students listen to you read page 22. They note your fluency and how you pause and self correct if needed. This is how you would like them to sound when they read to you.



Birds of prey are hunters – sometimes scavengers. They are equipped with remarkable eyesight. They can see the smallest movement on the ground as they glide and soar in the air.

Reading the Text

- Students read the text silently, while you listen to individuals read aloud. Ask students to think about how amazing these birds of prey are and what their role is.

Fluency

- Remind students to remember to listen to themselves read and self correct if what they are reading doesn't make sense.

After Reading

Invite the students to discuss their understanding of the text. Prompt if needed.

- How important are birds of prey?
- What bird of prey impressed you the most and why?
- How did the author support the text throughout the book? Show evidence.
- When there is a weak baby bird, the stronger one is given food. Why do you think this is so? (survival)
- How could humans become less of a threat to these birds?

Writing

– Read these sentences out slowly to the students. Reread so they can add missed words and correct spelling. Remind students to say the words slowly and listen to the sounds and write down what they hear.

A bird of prey is a bird that eats small animals. Most hunt for food but some are scavengers – they eat dead animals. There are many different kinds of bird of prey. (pages 2–3)

– Students choose a bird of prey from the book and research them. They create a fact page and include illustrations, diagrams and fact boxes like the author did to support the writing. They look through the book to remind them of the pages and the layout. They tell which page they found the most interesting to read because of its layout of information.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Write a paragraph about why birds of prey are well suited to catching and eating other animals.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.

How Ice Cream is Made

GOALS

Comprehension

Understand how headings are used in a non-fiction text
 Understand the main idea
 Understand the use of a glossary

Vocabulary

Understand the -tion pattern
 Connect words by patterns

Fluency

Read orally with fluency, noticing pauses and inflection
 Increasingly self monitor and self correct

Writing

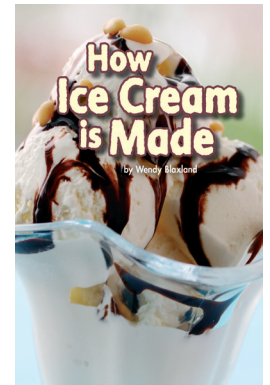
Interactive writing
 Persuade others in writing

Word Study

– The -tion letter pattern: Write these words from the text on the board. As you write them say them in a sentence. Say the word *aeration*. Have students listen to how the end of the word is pronounced. *invention, refrigeration, pasteurisation, homogenisation*. Break these words up into syllables. Tell students that if the word is related to a base word ending in -ate or -ise, then the ending will be -ation. e.g. *homogenise/homogenisation; aerate/aeration*

Before Reading

- *How Ice Cream is Made* is an informational text. Talk about what students already know about how ice cream is made.
- Look at the contents page, then turn to the glossary on page 31. Explain to students that the glossary is a mini dictionary that explains the meaning of words that are special to this book. Read them to students and describe how it is important that they understand unknown words when they are reading. If a book has a word they don't understand and it isn't in the glossary, then they should look it up in a dictionary.
- Walk through the book together, looking at the headings. These give a good understanding of what they are going to read about.
- On page 4, the author has included visual time lines. Have students follow the pink arrows as they read about the history of ice cream.
- On page 6, there are two fact boxes "Why Salt?" and "Roman Times" that give important information.
- On pages 8-9, have students review the important events that involved ice cream. The 1904 caption tells about cones.



People have been enjoying ice cream for millennia. But how did they do this without freezers? Find out about ice cream making and the different ices. Then make your own berry ice cream.

- On pages 10-11, find out what ingredients go into making ice cream.
- On page 12, the diagram shows the stages for making ice cream in an ice cream factory. Find the word *pasteurise* and notice its meaning.
- Scan the headings on the rest of the text. Have students notice how much ice cream is eaten per person where they live.

Fluency

- Have students listen to you read page 2. Explain that these are the appropriate pauses and inflection that you will be listening for when you listen to them read.

Reading the Text

- Invite students to go back to the beginning of the text and read it silently to themselves. Listen to them read aloud one by one, demonstrating strategies to solve new words, e.g. “Read on and go back” or “Do you see a part of a word?” Encourage them to listen to themselves read and self correct.

After Reading

Invite students to discuss what they have learnt about ice cream. Prompt if needed.

- Ice cream has been around for centuries – explain and provide evidence from the text.
- How is ice cream made?
- What process impressed you the most? Why?
- What is your favourite ice cream flavour? Why?
- Share a family memory you have about ice cream?

Writing

– Together write about the process of making ice cream. Encourage students to use the contents page to help and go back and find information. Once you have collectively written a few sentences on the whiteboard, students then copy and illustrate in their workbooks.

– Have students name their favourite flavoured ice cream and write a persuasive argument to convince people that their favourite ice cream is the best. Brainstorm some persuasive language and sentence starters to help them. e.g. For example, In fact, One reason, spectacular, delicious, splendid, glorious, tempting.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Writing: Make up an ice cream dish and write the instructions for preparing it.
- Thinking: Answer five comprehension questions about the text.
- Record: Students read and record part of the story by themselves and save it for you to listen to later.